

2022 Annual School Improvement Plan

Including Analysis of Variance

EXECUTIVE FUNCTIONS

1. Ngā Hua: Mokopuna achievement

Mokopuna will develop the self-management skills (executive functions) to be able to access their learning at any time and in any place

What does the picture look like now?

Mokopuna were surveyed about their level of engagement with the distance learning programme during the lockdown in term 4. Of the 102 responses received from year 7 – 10 mokopuna, 45% identified that they either didn't get started at all (7%) or made a start then gave up (38%). The reasons mokopuna provided related to their executive functioning, in particular cognitive flexibility, organisation, time management, planning/ prioritising, task initiation

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?	What does it look like mid-year?	What does it look like at the end of the year?
Mokopuna and pouako are reporting improved executive	Purchase multiple copies of Executive Functions Toolkit for Classroom Teachers by Janet Stowell	Feedback from mokopuna Feedback from whānau	Executive functions are being 'explicitly taught' and included in reports to whānau.	Whare teina (see below) Explicit teaching and monitoring of Executive functions occurring

<p>functioning especially for the most disengaged</p>	<p>Organise for translations into Māori of the student worksheets in the text</p> <p>Utilise pouako with previous experience using the toolkit to strengthen capability across all whare</p> <p>Ensure executive functions are 'explicitly' taught and reported on to whānau</p>	<p>Feedback from the poutaahu (with overall responsibility for the mokopuna)</p> <p>Feedback from other pouako</p>	<p>Executive functions are also being reported and monitored for individuals in mokopuna inquiries as part of our professional growth cycle.</p> <p>Whare waenga schedule in hybrid days where mokopuna learn from home once every three weeks so they can 'practice' their developing executive functions under authentic conditions</p>	<p>Whare waenga (see below)</p> <p>Built executive functions including daily language into our everyday learning, rather than a series of lessons.</p> <p>Mokopuna are equipped with work ready skills within the youth employability programme. Using organisation, time management and cognitive flexibility, they are now prepared to seek some kind of holiday employment.</p> <p>Whare tuakana (see below)</p> <p>Analysis of mokopuna capability used to determine the nature of hybrid learning which is a reflection of their executive functioning</p>
<p>VARIANCE Next steps:</p>	<p>Nil to report.</p> <p>Replace Strategic Aim with a focus on Attendance. Continue to monitor and report Executive Functions to Poumarumarua and use as the basis for determining eligibility of mokopuna for hybrid choices (waenga and tuakana)</p>			

Whare teina: Task Initiation: Ability to start a task and generate ideas independently in a timely fashion

Highly developed and developed		Underdeveloped	
80	89%	13	11%

Whare teina: Time Management: Ability to estimate the time needed for a task and how to allocate time to complete

Highly developed and developed		Underdeveloped	
70	75%	23	25%

Whare waenga: Overall teacher judgement for multiple executive functions

Highly developed		Developed		Underdeveloped		Absent too often to rate	
22	18%	82	65%	17	14%	2	2%

Whare tuakana: Overall teacher judgement for multiple executive functions

Sophisticated		Highly developed		Developing		Under-developed	
42	40%	18	17%	37	35%	8	8%

NEURODIVERSE

2. Ngā hua: Mokopuna engagement

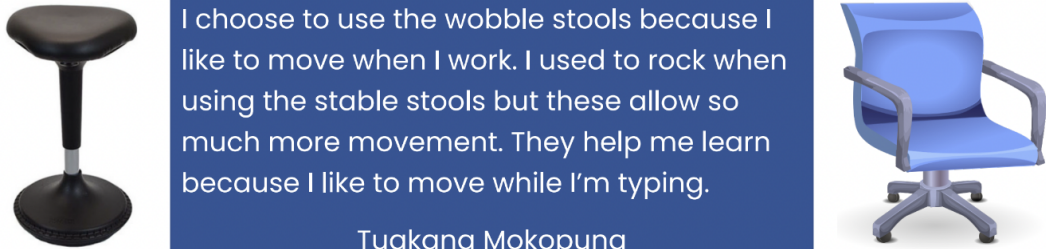

Mokopuna whose brains work differently (i.e. the neurodiverse) will experience accelerated learning

What does the picture look like now?

We have 4 year 7 and 8 mokopuna diagnosed as neurodiverse. We suspect at least a further 15 mokopuna in years 9 – 13 might also be neurodiverse. Personalised approaches are required to maximise their engagement, achievement and confidence levels.

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?	What does it look like mid-year?	What does it look like at the end of the year?
<p>Neuro-diverse mokopuna report and/or are observed to be engaging more readily in their learning programme</p> <p>Neuro-diverse mokopuna are achieving their learning goals with greater speed and ease</p>	<p>Recruit a neurodiverse specialist onto the staff using staff banking</p> <p>Build staff capability in strategies for engaging neuro-diverse mokopuna</p>	<p>Feedback from mokopuna</p> <p>Feedback from whānau</p> <p>Feedback from the poutaahu (with overall responsibility for the mokopuna)</p> <p>Feedback from other pouako</p>	<p>The Brain Coach has been working with 27 mokopuna and 30 pouako across the kura in term 1.</p> <p>Visual dyslexia is the most common 'superpower' to emerge among mokopuna whose brains work differently.' (can see 2D Pictures in 3D)</p> <p>Dyscalculia (Calculate using numbers) & dysnomia (recall words or facts) are the next 'superpowers'.</p> <p>Mokopuna voice: <i>"I can see 2D pictures in books in 3D"</i></p>	<p>The Brain Coach has worked across the kura with all pouako to improve engagement, and accelerate learning and achievement for Out-of-the-box Thinkers. This mainly built on specialist knowledge with neurodiverse, Tawhirimātea / Maths, Engineering and Trades.</p> <p>Individuals:</p> <ul style="list-style-type: none"> • 14 Mokopuna detailed reports (+1 from whānau request to do in 2023), • 7 pouako lesson observations

			<p><i>"I am excited about my future with these solutions and more confident with my chosen pathway"</i></p> <p>Pouako voice: <i>Using Brain Boosts regularly increases mokopuna engagement, focus and work output.</i></p> <p><i>Improved confidence and promptly starting tasks for two mokopuna</i></p>	<ul style="list-style-type: none"> • 1 – page CV re: MTE engineering apprenticeship <p>Mokopuna Superpowers Survey: We have trialled a universal approach to empower mokopuna to discover (self-assess) their own Superpowers. In effect, normalising neurodiversity.</p> <p>We surveyed 3 classes: 66 Mokopuna from Taikura (Teina), Torokiri (Waenga) & Taitea (Waenga).</p> <p>Pouako will refer Mokopuna to the Brain Coach, or they self-refer.</p> <p>Whānau also are now referring and requesting support from the Brain Coach for their mokopuna transitioning to TKH.</p> <p>Mokopuna voice: See below</p>
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		 <p data-bbox="1155 207 1796 491">I choose to use the wobble stools because I like to move when I work. I used to rock when using the stable stools but these allow so much more movement. They help me learn because I like to move while I'm typing. Tuakana Mokopuna</p> <p data-bbox="1003 619 1361 858">I can't explain it - but I'm moving my legs and bottom half and the mahi seems easier. Waenga Mokopuna</p>  <p data-bbox="1653 619 2013 858">It helps me move, I hate sitting for ages but this makes it fun. Teina Mokopuna</p>
<p>VARIANCE</p> <p>Next steps:</p>	<p>Nil to report.</p> <p>Update the 2023 annual plan to keep the focus on this strategic aim</p>	

NCEA CO-REQUISITES

3. Te Kāhiwi: Mokopuna achievement

Mokopuna from year 9 upwards will have the opportunity to achieve the revised co-requisite literacy and numeracy credits

What does the picture look like now?

2023 is the baseline year

Whare tuakana and whare waenga staff participated in the NCEA Accord days in 2020 comprising online PLD to prepare the workforce for the changes to NCEA				
What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?	What does it look like mid-year?	What does it look like at the end of the year?
Effective systems and processes are in place to enable mokopuna from years 9 onwards to gain their 10 literacy and 10 numeracy credits taking into account their readiness levels	<p>Place staff with NCEA expertise/experience in whare waenga (years 9 and 10) where mokopuna can begin achieving the literacy/numeracy requirements</p> <p>Recruit senior school specialists in English/Literacy and mathematics</p> <p>Make provision for staff to participate in any ongoing PLD opportunities provided by NZQA</p> <p>Develop readiness indicators and consult with the mokopuna to ensure eligible mokopuna are going to</p>	<p>Establish baseline data and compare with later time intervals</p> <p>Finalise readiness indicators</p> <p>Track mokopuna achieving Literacy/numeracy requirements</p>	<p>We have been given 70 PLD hours and have just engaged a facilitator. Support will begin in term 3</p> <p>One pouako from whare tuakana who is now in whare waenga participated in the Accord NCEA days in 2021</p> <p>Days are scheduled for Tāwhaki (literacy/reo matatini) and Tāwhirimātea (maths/pāngarau) pouako to meet and work on a cohesive approach to teaching and learning</p> <p>The new co-requisite requirements have now been pushed out to 2024. We will be actively seeking</p>	PLD support is underway

	achieve a successful outcome		opportunities to become a trial school this/next year	
VARIANCE	Nil to report.			
Next steps:	Update the 2023 annual plan to keep the focus on this strategic aim			

NZC TE REO MĀORI 4 Te Kāhiwi: Mokopuna achievement : Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency																																															
2020 levels (most recent data) Numbers and percentages of mokopuna working at NZC reo māori levels: L1-2 n= 43 31% L2 n= 27 20% L2-3 n = 30 21% L3-4 n= 38 28%	2021 (Data from Whare waenga)																																														
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Increasing numbers and proportions of mokopuna are receiving instruction at higher levels of NZC: Te Reo Māori learning area Mokopuna are reporting high satisfaction levels	Induct new reo māori staff into our localised reo māori curriculum plan Pair pouako learning te reo Māori with speakers	Mokopuna feedback Pouako feedback	One staff member has enrolled in Te Ahu i Te Reo One of the staff is offering Te Ataarangi classes for pouako after school for 2	One staff member has been awarded a study award for Te Tohu Paetahi in 2023 (University of Waikato reo māori course)																																											

with their reo Māori learning	of te reo to lift their proficiency levels Encourage pouako to enrol in Te Ahu i Te Reo professional development courses	Pouako enrolments in Te Ahu i Te Reo professional development courses	pouako and 2 volunteer staff members																																										
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TE POROTAKA O NGAATI MAAHANGA

5. Te Kāhiwi: Mokopuna achievement

Mokopuna will build on their knowledge of Te Porotaka o Ngaati Maahanga

What does the picture look like now?

New mokopuna in particular have varying degrees of prior knowledge about Ngaati Maahanga - most have very little

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?	What does it look like mid-year?	What does it look like at the end of the year?
<p>New mokopuna are able to relate information about manawa whenua including pepehā and historical contexts</p>	<p>Include Ngaati Maahangatanga into the teaching and learning programme drawing on Ngā Takanga o te wā for content and structure</p>	<p>Mokopuna demonstrate their increasing knowledge of Ngaati Maahangatanga through a variety of mediums (oral, visual, written)</p>	<p>Whare teina A group from TKH and Crawshaw are designing pou for the shared entry to Waiwhakareke based on Te Ara o Karoro which will be used by commercial artists to create the entrance-way.</p> <p>Whare waenga Noho puni are usually scheduled twice a year at a Ngaati Mahanga marae. Every new year mokopuna learn hītori of manawa whenua. Takahi whenua also takes place in the surrounding areas of Ngaati Mahanga. Tikanga and kawa on a Marae of Ngaati Maahanga are also practiced and taught, especially for preparation of Poukai at Te Papa-o-roto.</p> <p>Whare tuakana First term whakawhanaunga is</p>	<p>Whare teina We have received back drafts of the art pieces that will be etched into brass plaques and placed on pou</p> <p>Whare waenga Maara kaari, whai hononga ki Marae kē pērā ia Te Kotahitanga, me te tūhono i ngā kōrero tuku iho o Ngāti Maahanga ki ngā marae o roto o Waikato. Rōpu challenges according to whakapapa of Ngāti Māhanga i.e; The requirement of mokopuna to create a skit using the hītori/whakapapa and kōrero tuku iho of Ngāti Maahanga. Ako i ngā pūha mō te manawa whenua.</p>

			<p>always held at a Ngaati Maahanga maare. This year it was Te Papa Tapu marae.</p>	<p>Whare tuakana</p> <p>Mokopuna have a good understanding of our Kaupapa Nga Takahanga o Ngaati Mahanga.</p> <p>Our Pouako Tuakana had waananga about Te Porotaka o Ngati Mahanga where we chose 4 locations to visit & learn koorero;</p> <ol style="list-style-type: none"> 1. Pirongia 2. Puke-i-ahua 3. Te Papatapu 4. Pukerimu <p>By looking at the Map we located 4 boundary points for us to visit. Unfortunately due to time restraints & lack of Pouako knowledge we were unable to complete our journey in Pukerimu. We will try in the new year.</p> <p>Waananga pouako we learnt about;</p>
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				<p>3 Ngaati Mahanga Marae & Puha for each.</p> <ul style="list-style-type: none"> - Te Papa o Rotu - Aramiro - Oomaeroa <p>Karakia</p> <p>Oriori composed by pouako about Maahanga, te whakapapa o Maahanga.</p>
<p>VARIANCE</p> <p>Next steps:</p>	<p>Nil to report.</p> <p>Update the 2023 annual plan to keep the focus on this strategic aim</p>			